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ABSTRACT

Presentation scripts for two sound filmstrips are contained in this document, which accompanies a career development unit on coping in the world of work designed to assist students in developing coping strategies to deal with work entry and job adjustment problems. (Other components of the unit--instructor's handbook, student guide, and handout/transparency masters, and the filmstrips with cassette tapes--are available separately.) (TA)

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ED145116

Coping in the World of Work: Practice in Problem Solving

Presentation Script

Filmstrip #1: Problems on the Job

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE CENTER FOR VOCATIONAL EDUCATION
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CE 012 560

Instructions

This sound filmstrip is programmed to advance automatically or manually, depending on the type of projector and tape recorder used. The cassette tape provided with the filmstrip, has the manual advance program on side one and the automatic advance program on side two. If the filmstrip is used manually, advance to the start and focus frame, start the tape and after each audible tone, advance one frame. When using the filmstrip automatically, advance to the start and focus frame and start the tape. During the filmstrip, there will be pre-announced discussion breaks for the students. These sound-filmstrip presentations are designed to be used as introductory materials, but they may be reused throughout the unit as reference materials.

Video	Audio
1. Start here and focus	(Start Tape)
2. CVE presents . . .	Music Up
3. "Problems on the Job" supered over photo of an office setting—two desks—Maggie seated at one—door closed.	VOICEOVER: Hello. From the series of pictures which follow, you will be able to learn about some of the problems you might find in adjusting to a new job./
4. Slide No. 3 without the supered title.	VO: The first set of pictures will be shown without any sound. This will give you a chance to look at what happens here and draw your own conclusions./
5. Door to office partially open. Doug seen entering, holding coat.	
6. Close shot of Doug standing by Maggie's desk holding his coat.	
7. Maggie seated at her desk speaking to Doug.	
8. Doug walking to other desk—puts coat down	
9. Doug's hand holding not visible memo: TO: Doug DATE: FROM: Mr. Watson, Director The other workers are complaining that they have not been getting the supplies they order. What is the problem?	
10. Doug standing with Mr. Watson at the coffee machine the memo in hand.	
11. Close shot of Mr. Watson's displeased face.	
12. Close shot of Doug's surprised and hurt face.	
13. Medium shot of both men standing by machine—unhappy faces.	
14. Close shot of Doug standing along by machine—angry face.	

Video	Audio
15. Doug snatching coat from desk—angry face.	
16. Doug starting out the door while Maggie jumps to feet.	VO: Take time now to talk about what you've seen. What kind of problem is this young man having in his job? What can you tell me about how he reacted to the problem? VO: Please turn off the projector and tape recorder for further discussion. Restart projector and tape recorder when you are ready—turn them off now./
17. Repeat 4	VO: Let's let the young man and his coworkers tell about the problem./
18. Repeat 5	DOUG: This is such a fine day. I didn't need my coat./
19. Repeat 7	MAG: Well, let's hope it's a fine day inside too. Oh, Mr. Watson left a note for you./
20. Repeat 8	DOUG: Well, I hope it's not a surprise. I have a lot to do./
21. Repeat 9	DOUG: What's this? "The other workers have been complaining that they haven't been getting the supplies they order. What is the problem?" I have to see about this!/
22. Repeat 10	DOUG: Mr. Watson, I really don't understand what you mean by this note./
23. Repeat 11	MR. W.: It's simple Doug. People here can't function without supplies. They haven't been getting them from you. What's the answer?/
24. Repeat 12	DOUG: I order what people ask for and deliver the supplies when they come in. I don't seek how the "problem" can be my fault./
25. Repeat 13	MR. W.: People aren't getting their supplies. That's your responsibility. If you can't handle it, maybe you don't belong here./

Video	Audio
26. Repeat 14	DOUG: Well, maybe I don't./
27. Repeat 15	DOUG: This is a fine day all right, for *quitting* this job./
28. Repeat 16	MAG: Doug!!!!!
	VO: Pause again to think about what you've seen. Doug doesn't see how he could have caused this problem. His solution—walking away—may not be the best solution. Consider these and other things about Doug's situation.
	VO: Please turn off the projector and tape recorder for further discussion. Restart the projector and tape recorder when you are ready. Turn them off now.
	VO: Let's see if Doug handles this problem any differently./
29. Doug in hallway—his back to door he just slammed.	DOUG: Easy! Calm down boy! You'd be a lot smarter to go back in there and think this thing through./
30. Doug sitting at his desk—head in hands.	DOUG: I better ask Mag if she has any answers./
31. Doug by Maggie's desk. Maggie standing behind the desk.	DOUG: Hey, Mag, Mr. Watson says people aren't getting supplies they order. I really don't know why. You got any ideas?/
32. Close shot of Maggie's face.	MAG: Well Doug, I've heard some people complain that every time you deliver supplies, there's something missing./
33. Close shot of Doug's face with puzzled expression.	DOUG: I can't understand that. I take orders all week. On Friday's I write them down on the requisition form./
34. Medium shot of Maggie standing behind desk.	MAG: Well, if you wait until Friday to write the orders down, maybe you forget part of them./
	(Phone rings)

Video	Audio
35. Maggie on phone. Doug's face wearing a concerned expression. Both by Maggie's desk.	DOUG: She might be right. Sometimes I'm not sure I've remembered everything. I better do something about this now./
36. Doug walks to desk.	DOUG: Let's see if I can't get this down on paper./
37. Doug writing at desk.	DOUG: I'm not getting these people what they order when they order it. I'm forgetting to write things down./
38. Paper visible with this list: 1. Not getting what's ordered. 2. Not getting it in time. 3. Not writing things down.	DOUG: That about sums it up./
39. Doug's face looking pensive.	DOUG: Now what can I do to make sure I don't forget those supplies?/
40. Close shot of Doug's hand, pen, paper.	DOUG: I could have everyone place orders at the same time on Friday, *or* I could go to all the department heads to see what they need./
41. Doug's face, pencil in mouth thinking.	DOUG: I could just order every two weeks and get a bulk amount then, or I could draw up an order form that everyone could return on Friday./
42. List of solutions: 1. Everybody place orders at same time. 2. Visit each department head. 3. Order every two weeks. 4. Give an order form to the department heads.	DOUG: Hey, those look like some pretty fair ideas to me. I better see what some other people think though./
43. Doug in lounge with Sandra, Susan and Bud.	BUD: How's the job going Doug?/
44. Doug's face—close shot.	DOUG: OK, I guess, but I've got a problem I need a little help with./
45. Susan's face—close shot.	SUSAN: Can we do something, Doug?/

Video	Audio
46. Doug's eager face—close shot.	DOUG: Yea. I think so. I need some opinions. I've been forgetting to write the supply orders down and some of the departments aren't getting what they need./
47. Sandra's face—close shot.	SANDRA: Well what can we do, Doug? Aren't the supply orders part of your job?/
48. Doug looking serious.	DOUG: Yea. I have some ideas about how I can solve my problems. They're all written down. Maybe you can take a look at them./
	(A chorus of "SURES")
49. The four looking over the list.	SUSAN: Oh, I don't think that first one will work. If we all came to place orders at the same time you'd go crazy./
50. Sandra's face—close shot.	SANDRA: That second one about you coming around to all the departments might work, but you'd have to start pretty early in the week./
51. Doug's face—close shot.	DOUG: I can see that ordering every two weeks won't work now that it's on paper. Some of the supplies are needed more often than others./
52. Bud's face—close shot.	BUD: I think this last one about you giving an order form to department heads is great. Then we can fill it out when we have time./
53. The four sitting together again.	DOUG: That's really what I was looking for people. You've been a real help. I'm going back to the office to think this over. Thanks. See ya later./
54. List of solutions from No. 44 marked NO, MAYBE, NO, YES	DOUG: Let's see here. I thought I'd have time to visit all departments, but that would take away from my other work./
55. Doug's face thinking.	DOUG: I think I'll go with number four here; giving an order form to the department heads./

Video	Audio
56. Doug standing, fooling with papers at desk.	DOUG: That way people will get what they order right when they order it. I won't have to worry about writing things down. They'll do it for me./
57. Doug standing by Maggie's desk holding paper.	DOUG: Hey, Mag, you're head of this department. I want to try an idea out on you. MAG: Go ahead, Doug./
58. Doug's face—close shot.	DOUG: There hasn't been a standard supply order form so I've typed one up. I'm going to give copies to all the departments once a week./
59. Maggie's face—close shot.	MAG: That's a wonderful idea. It'll sure save me time, and you frustration./
60. Doug and Mr. Watson by the coffee machine.	MR. W.: Doug, I saw the new order form you made up last week. It works really well. No complaints about supplies this week! That goes to show that any problem can be solved./
61. Doug's happy face.	DOUG: Thanks, Mr. Watson. VO: This problem came to a happy solution to demonstrate a five-step problem solving approach./
62. Title: Five-Step Problem Solving Approach	VO: The approach can be used with most problems you might have on the job. Let's move through the approach by naming the five steps and reviewing the parts of the filmstrip where they happened./
63. Defining the problem.	VO: Step number one is *defining the problem./*
64. Repeat 40	VO: Think back to this slide where Doug wrote down the characteristics of his problem here./
65. Generating Alternative Solutions	VO: Step number two is *generating alternative solutions./*

Video	Audio
66. Repeat 44	VO: Remember the thinking Doug did to come up with this list? These are the ways he thought he could solve the problem./
67. Evaluating the solutions	VO: The third step is *evaluating the solutions.* You look at your solutions in terms of their usefulness and whether or not they will work./
68. Repeat 51	VO: Doug met with his coworkers to evaluate his solutions. They had some ideas, and he took a close look at his./
69. Choosing and implementing a solution	VO: Step four of the process is *choosing and implementing a solution./*
70. Repeat 57	VO: Doug was able to take his ideas and those of the others, and chose to give an order form to each department head as his solution./
71. Repeat 59	VO: When Doug tried the idea on Maggie, he already had a sample order form drawn up./
72. Test the solution.	VO: The final step of this problem solving approach is *testing the solution,* that is, making sure it solves the problem./
73. Repeat 63	VO: Doug's proof came when Mr. Watson told him there had been no complaints about missing supplies because of the new form. Praise from Mr. Watson gave Doug new confidence in the way he solves his problems./
74. The End	Music Up
75. Disclaimer and sponsor credit frame	Music Down
76. Production credit frame	

Coping in the World of Work: Practice in Problem Solving

Presentation Script

Filmstrip #2:
Work Entry and
Job Adjustment Problems

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210

CE 012 580

Instructions

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Video	Audio
1. Start here and focus	(Start tape)
2. Long shot of a crowd of high school students laughing and talking.	Laughing/talking sounds from a high school crowd./
3. Medium shot of the same crowd moving in on one female student at the center.	Laughing/talking sounds from crowd louder./
4. Close shot of that female student in that crowd.	Laughing/talking sounds from crowd louder still./ Fade sounds. VOICEOVER: People close to finishing high school are "raring to go"—on to more education or a chance to apply skills they've learned at the high school level in a real job./
5. Student standing looking at a shelf of books in a career library.	VO: Most students will eventually face the job market, and many will go ignorant of the problems of finding, beginning, and adjusting to a new career or job./
6. TITLE: WORK ENTRY AND JOB ADJUSTMENT PROBLEMS	VO: The purpose of this film is to show you some common examples of those kinds of problems. We call them Work Entry and Job Adjustment Problems./
7. TITLE: CAREER PLANNING AND TRAINING	VO: Let's look at the problems of planning and training for a career./
8. Medium shot of the chef with Manny—Manny's back to the camera.	CHEF: I'm sorry Manny, but you just don't qualify for our assistant chef position./
9. Close shot of Manny's face with a serious expression.	MANNY: But, I've had experience working in the school cafeteria, and since school as a short order cook. Doesn't experience count?/
10. Close shot of Chef's face.	CHEF: Sure it does, but we require a high school diploma or some food preparation training course. There's more to a chef's job than cooking./

Video	Audio
11. Close shot of Manny's face with a grim expression.	MANNY: You know, when I quit school I thought my experience would take the place of that diploma. I change jobs all the time, but I can't seem to get anywhere. Things sure look different now./
12. Medium shot of Manny working as a cook.	VO: Manny doesn't have the education to match his career goals. Even though he changes jobs all the time, he still lacks the education, background and training./
13. Medium shot of Manny working with an older cook.	VO: These are just some of the problems that fall under the category of career planning and training problems. Turn the projector off now and examine Manny's problems and others you can think of that come under this category./
14. TITLE: JOB GETTING	VO: A second set of problems are those one faces in getting a job. Let's watch./
15. Medium shot of the Personnel Clerk and Karen meeting.	PERSONNEL CLERK: I'm sorry to have put you through all those skill tests you just took Ms. Lee, but we require them as well as this personal interview. Tell me, how did you find out that Schmidt's had this opening?/
16. Close shot of Karen's face with a pleasant expression.	KAREN: The guidance counselor at my school, Mr. Banter, keeps a list of job openings. He thought I'd be well suited for this job./
17. Medium shot of the Personnel Clerk looking at Karen's application papers and shaking her head. Karen has her back to the camera.	PERSONNEL CLERK: That's good. You did well on your tests and your academic record looks good too, but I'm afraid you're missing one of our principal requirements—prior work experience. Because of that, I'm afraid I can't offer you the job./
18. TITLE: LATER . . .	
19. Medium shot of Karen and Mr. Banter, the counselor, in his office.	KAREN: And so she told me that without experience I couldn't have the job, Mr. Banter./

Video	Audio
20. Close shot of Mr. Banter's face with a sad expression.	MR. BANTER: I'm afraid that's not an uncommon thing to happen Karen. I'm sorry./
21. Medium shot of Karen with a depressed expression.	KAREN: What I don't understand is how these people expect me to have experience when no one will give me a job./
22. Karen with the Personnel Clerk. Karen's wearing a frown.	VO: Karen's depression is something most people face, particularly young people in their search for a first job. Karen also faces the problem of the job search, interviewing and taking tests./
23. Close shot of Karen's face smiling. Karen's not looking at the camera.	VO: Take this opportunity to stop the film and discuss these and other problems you can think of that are associated with getting a job./
24. TITLE: ON THE JOB ADJUSTMENT	VO: An important set of problems crops up when one has passed the first hurdle of finding a job. These are the problems associated with being on the job. Let's look at two examples./
25. Medium shot of Cathy and Sam standing by some machinery.	CATHY: I heard that there's a job open for a leader on our assembly line. I'd sure like to have it./
26. Close shot of Sam's face smiling.	SAM: Well, Cath, you have as much experience as some of the other people who will probably apply. Why don't you talk to Mr. Sapp, the new supervisor?/
27. Close shot of Cathy's face with a pleasant expression.	CATHY: Thanks, Sam, that gives me some confidence. I'll talk to him this afternoon./
28. Cathy standing in the factory office before Mr. Sapp who is seated at his desk.	CATHY: Mr. Sapp, I'd like to interview for the line leader position./
29. Close shot of Mr. Sapp's face laughing.	MR. SAPP: (Laughing) That's a pretty demanding job. You know as well as I do that a woman couldn't handle that much responsibility. That job's going to a man./

Video	Audio
30. TITLE: LATER . . .	
31. Medium shot of Sam and Cathy in a lounge talking.	CATHY: Sam, he laughed at me. Then he said he wouldn't even give a woman a chance at that job./
32. Close shot of Sam's face wearing a grim expression.	SAM: I'm real sorry that happened Cathy, but I'm not surprised. I've only been here a few months, but that's been long enough to have found that the real world isn't anything like high school was./
33. Close shot of Cathy's face wearing a disgusted look.	CATHY: Boy, Sam, here we are just a small part of a big machine. We can't change anything. Oh, Mr. Sapp said he wants to see you too. Hope he doesn't bring you down./
34. Medium shot of Sam and Mr. Sapp in the factory talking.	SAM: Cathy said you wanted to see me, sir. What can I do for you?/
35. Medium shot of Mr. Sapp wearing a concerned expression, and holding papers he refers to while talking.	MR. SAPP: You can start by finishing the work you are assigned. The Rogers order isn't complete, and I haven't heard anything from you on this one from Schmidt's./
36. Close shot of Sam's angry face.	SAM: Now wait a minute. When you gave me that second order I thought it took priority over the first. I have to rely on my own judgment sometimes because you are always changing the instructions you give me./
37. Medium shot of Sam and Mr. Sapp, both with arms folded and wearing angry expressions.	MR. SAPP: Well, this is one time your judgment has let you down./
38. Medium shot of Cathy wearing an angry expression, staring hard at the floor, her hands on her hips.	VO: There are some pretty clear examples of adjustment problems here. Cathy experienced the prejudice of her supervisor and learned something about her new role. What happened to Cathy caused her to feel alienated./
39. Long shot of Sam staring angrily at the retreating back of Mr. Sapp.	VO: Sam has some pretty basic communication problems and some trouble adjusting to the ways of his supervisor./

Video	Audio
40. Medium shot of Cathy and Sam walking together and smiling.	VO: Think carefully about Cathy and Sam's problems. What others can you think of that somebody might find in adjusting to a job? Stop the film now and consider these things./
41. TITLE: OFF THE JOB ADJUSTMENT	VO: A final category of adjustment problems are those one experiences away from the job and that are related to the job. Let's watch./
42. Medium shot of disgusted Malcolm hanging up his coat—his wife standing nearby.	MALCOLM: I don't know if I can spend another minute on that job. Boy, when I became a youth counselor I thought "Man this is your big chance to get out there and help those kids get organized."/
43. Medium shot of Malcolm sprawled in a chair scowling. His wife sits on the table in front of him.	MALCOLM: Instead, I sit at the agency and push paper all day. If I want to get out into the community, I guess I'll do it in my spare time./
44. Close shot of Malcolm's wife wearing a half angry/half incredulus expression.	MALCOLM'S WIFE: What spare time? I never see you as it is. When are you going to spend some time with your family?/
45. Medium shot of Malcolm sitting up straight in his chair facing his wife who sits on the table in front of him.	MALCOLM: You don't understand. I am more concerned about those *kids* than a bunch of bureaucrats I'm pushing papers for all day. I am the person who can really help those kids./
46. Medium shot of Malcolm's wife wearing a sympathetic expression pleading with Malcolm whose back is to the camera.	MALCOLM'S WIFE: I do understand honey, but you've got big ideas about how much one person can do. You can't begin to solve all those kids' problems by yourself./
47. Medium shot of Malcolm and his wife looking at each other.	VO: There is conflict between Malcolm's attitudes and values and those of his employer. His frustration with his job is putting a strain on his family life./
48. Close shot of Malcolm's face in a scowl.	VO: Malcolm thinks he can solve his problems by taking a bigger share of the work than one person can possibly handle./

Video	Audio
49. Medium shot of Malcolm with his arm around his wife—both smiling.	VO: What other ways can you think of that a job affects a person's behavior away from the job? What are the kinds of attitudes and self-images people have which cause them problems on the job?/
50. Medium shot of Karen, Manny, Malcolm, Sam, and Cathy talking in a group.	VO: Think back over the examples of work entry and job adjustment problems shown. Keep in mind that these are but a few of these kinds of problems./
51. TITLE: CAREER PLANNING AND TRAINING JOB GETTING ON THE JOB ADJUSTMENT OFF THE JOB ADJUSTMENT	VO: Recall the categories of problems. CAREER PLANNING AND TRAINING JOB GETTING ON THE JOB ADJUSTMENT OFF THE JOB ADJUSTMENT
52. Same as No. 6 (close shot of female student in the crowd)	VO: Careful use of the five-step problem solving approach with respect to problems you've seen and others you can come up with will help smooth the way in the transition from school to work./
53. TITLE: A CENTER FOR VOCATIONAL EDUCATION PRODUCTON	Music up full
54. The End	Music down
55. Disclaimer and sponsor credit frame	
56. Production credit frame	